NSTTAC

National Secondary Transition Technical Assistance Center

About NSTTAC

| NSTTAC Home | Friday September 22, 2006 |

About Us

The National Secondary Transition Technical Assistance Center (NSTTAC) is directed and staffed by the Special Education Program at the University of North Carolina at Charlotte, in partnership with the Special Education Programs at Western Michigan University and Appalachian State University. In order to ensure full implementation of IDEA and help youth with disabilities and their families achieve desired post-school outcomes, NSTTAC will help states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities and disseminate information and provide technical assistance on scientifically-based research practices with an emphasis on building and sustaining state-level infrastructures of support and district-level demonstrations of effective transition methods for youth with disabilities. The NSTTAC will provide efficient and effective large-scale implementation and sustainability of research-based secondary transition

Expert Panels on Identifying Research Based Transition Practices, Enhancing States' Capacity , and Dissemination and Outreach include both consumers (i.e., parents, students, teachers, administrators) and content experts. We expect to build effective, efficient, and sustainable research-based interventions and models that improve outcomes of youth with disabilities by:

1. Assisting State Education Agencies in collecting data on federally mandated State Performance Plans' Indicator 13 and using these data to improve transition services.
2. Identifying research-based practices in transition. These knowledge generation activities will include, at a minimum: (a) an analysis of IDEA Part B State Annual Performance Reports; (b) identifying and synthesizing effective and promising practices from the WWC, as well as other OSEP-funded centers; (c) consulting with other relevant federal and state agencies; and (d) conducting literature reviews, as needed.

3. assistance and dissemination. The plan will identify each activity necessary to advance implementation of transition-related actions in states and demonstrate the strategic relationship of these actions to improved outcomes for youth with disabilities.

4. Implementing a strategic plan for technical assistance that enhances state capacity to support and improve transition planning, services, and outcomes using a capacity building institute model which is a *proven* process for linking research-based practices to state and local implementation, an accessible website and other activities. Capacity building will be planned in collaboration with other OSEP funded technical assistance centers, regional resource centers for special education, state directors of special education, and regional parent training and information centers.

5. Developing and disseminating an array of products to State-specific audiences including students, families, teachers, rehabilitation counselors, administrators, policymakers, and researchers. Products and strategies will be developed and disseminated in collaboration with other technical assistance providers, organizations, and agencies.

STATE OF TRANSITION

High school graduation traditionally signifies a time filled with many challenges and changes. It is a time anxiously awaited by students and parents, filled with hopes and dreams of successfully leaving high school and moving into employment and/or post-secondary education. Halpern (1992) has defined this transition as "a period of *floundering* that occurs for at least the first several years after leaving school as adolescents attempt to assume a *variety* of adult roles in their communities" (p. 203) . Unfortunately for students with disabilities the "floundering period" often lasts for years, and in some cases, a lifetime. To ensure full implementation of IDEA and to help youth with disabilities and their families achieve desired post-school outcomes, **NSTTAC** helps states build capacity to support and improve transition planning, services, and outcomes for youth with disabilities.

PROJECT STAFF

David Test, Project Co-Principal Investigator – Knowledge Generation
Department of Special Education and Child Development
University of North Carolina at Charlotte
9201 University City Blvd.
Charlotte , NC 28223
704-687-8853
704-687-2916 (fax)
dwtest@email.uncc.edu

Paula Kohler, Project Co-Principal Investigator – Capacity Building
Department of Educational Studies
Western Michigan University
3506 Sangren Hall
Kalamazoo , MI 49008
269-387-5955
269-387-2826 (fax)
paula.kohler@wmich.edu

Larry Kortering, Project Co-Principal Investigator - Dissemination and Outreach
Appalachian State University
Reich College of Education
Department of Language Reading and Exceptionalities
ASU Box 32085
Boone , NC 28608-2085
828-262-6060
korteringlj@appstate.edu

Catherine Fowler, Project Coordinator
Special Education & Child Development
9201 University City Blvd. , UNC Charlotte
Charlotte , NC 29223
704-687-8735
704-687-2916 (fax)
chfowler@email.uncc.edu

Marlene Simon-Burroughs, Project Officer
Associate Division Director
Secondary Transition, Postsecondary Team
Office of Special Education Programs [auto link to OSEP website]
U.S. Department of Education
550 12th Street, S.W., Room 4151
Washington, DC 20202-2600
Ph (202) 245-7525 Fax (202) 245-7619
Marlene.Simon-Burroughs@ed.gov
http://www.ed.gov/about/offices/list/osers/osep/index.html

Patricia Braziel, Project Coordinator, ASU

Robert Green, Technology Specialist
Special Education & Child Development
9201 University City Blvd. , UNC Charlotte
Charlotte , NC 29223
704-687-8717
rfgreen@email.uncc.edu

Terry McClannon, Technology Facilitator, ASU
Sharon Richter , Graduate Research Assistant, UNC Charlotte
Allison Walker, Graduate Research Assistant, UNC Charlotte
Mike Nokes, Doctoral Associate, WMU
Christopher Needham, Graduate Assistant, ASU
Erin Cole, Graduate Assistant, ASU
James White - Graduate Research Assistant, UNC Charlotte
Florence Parkhill, Project Secretary, UNC Charlotte

IDEAs
that Work

U.S. Office of Special
Education Programs

Employment Awareness Month (NDEAM)
Congress enacted Public Law 176 in 1945 establishing October as the month to recognize the contributions Americans with disabilities are making in the workplace. http://www.dol.gov/odep/

*** See special note at the end of the newsletter ***

NDPC-SD Newsletter
Sign up for the National Dropout Prevention Center for Students with Disabilities newsletter (eNews) by contacting: reimer@clemson.edu
To view previous issues go to: http://www.ndpc-sd.org/enews/index.htm

return to top of page

Project Updates

Knowledge Generation Update
David Test and the NSTTAC staff at UNC Charlotte are developing training resources to accompany the Indicator 13 Checklist. Examples and non-examples of postsecondary goals, annual goals, transition services, coordination of services, transition assessment, and courses of study for several sample secondary students will be available at www.nsttac.org by September, 2006. NSTTAC's technical assistance will be based on evidence-based transition strategies, which are the focus of the literature review that is currently being conducted. Staff have been working with the NSTTAC Knowledge Generation Expert Panel to insure that the findings will be most useful to administrators and practitioners. Results will be organized in a manner that indicates (a) the area of transition programming (e.g., student development, interagency coordination) the research supports, as well as (b) the level of evidence for the research, based on the evolving Institute for Educational Sciences' (IES) framework. Final products from this review should be available through the website by Winter, 2007. For further information, contact chfowler@email.uncc.edu or dwtest@email.uncc.edu.

Capacity-Building Institute (CBI) Updates
This past year, Paula Kohler coordinated NSTTAC's role in state-wide transition institues in Oklahoma and New Mexico. The Institutes served over 750 professionals, representing numerous local school and regional teams. Key participants included special educators, Vocational Rehabilitation counselors, and other service providers. The CBI in NM focused on improving employment and secondary education outcomes and interagency collaboration, while the OK Institute focused on student-centered planning and development. For further information, contact paula.kohler@wmich.edu.

Dissemination Update
In addition to the newsletter and various out-reach activities, recent dissemination activities included presentations at the Region 2 (New York, New Jersey, Puerto Rico and the US Virgin Islands) Technical Assistance Conference, Pennsylvania State Transition Conference, and New Hampshire's APEX II Project. For further information, contact Larry Kortering at korteringlj@appstate.edu.

Indicator 13

In December 2005, states were requested to submit State Performance Plans on 20 indicators for IDEA Part B services and 14 indicators for IDEA Part C services, to the Office of Special Education Programs (OSEP). Beginning February, 2007 states will submit the data collected on performance indicators in their Annual Performance Reports. NSTTAC's focus is on Indicator 13.

Indicator 13 is the "percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals" (20 U.S.C. 1416(a)(3)(B)).

NSTTAC has developed a checklist to assist states in collecting data on Indicator 13; a draft is available to view at www.nsttac.org. NSTTAC is in discussion with OSEP staff to obtain approval for the proposed Indicator 13 Checklist as a tool states may use for data collection. There also will be an interactive web-based version available to complete online or printed out; providing definitions and examples for each item.

State Performance Plan (SPPs) resources are available through the Federal Resource Center network at http://www.rrfcnetwork.org/content/view/248/358/

Other OSEP funded Technical Assistance and Dissemination centers have analyzed State Performance Plans on other Part B Indicators:

- Indicator 3: National Center on Educational Outcomes www.nceo.info
- Indicator 4: Center on Positive Behavior Intervention and Supports www.pbis.org
- Indicator 5: National Institute for Urban School Improvement www.urbanschools.org
- Indicators 6 and 12: National Early Childhood Technical Assistance Center www.nectac.org
- Indicators 7 and 8: Early Childhood Outcomes Center www.the-eco-center.org
- Indicators 9 and 10: National Center for Culturally Responsive Education Systems www.nccrest.org
- Indicators 11 and 15: National Center for Special Education Accountability Monitoring www.monitoringcenter.isuhsc.edu
- Indicators 16 through 19: Consortium for Appropriate Dispute Resolution in Education www.directionservice.org

Most closely related to secondary transition, the National Dropout Prevention Center for Students with Disabilities www.dropoutprevention.org is assisting states in addressing Indicators 1 and 2 (graduation and dropout rates, respectively). The National Post-School Outcomes Center www.psocenter.org has developed a sampling calculator and resources to assist states with Indicator 14, regarding data collection on post-school employment and education. These two centers and NSTTAC will host a forum on **September 20, 2006** that will help States in "Making the Connection" among Indicators 1, 2, 13, and 14. Information about the forum is available at www.nsttac.org.

Resources

IDEA (2004) Regulations Related to Secondary Transition; on August 14, 2006, the U.S. Department of Education released the official regulations for Part B of the Individuals with Disabilities Education Improvement Act (IDEA, 2004). http://www.ed.gov/policy/speced/guid/idea/idea2004.html#final-regs

Teachers Pay Teachers is the world's first marketplace, launched in April 2006, where smart educators can buy and sell original course materials. The time has finally arrived for the power of the internet to meet the power of our best educational minds. http://teacherspayteachers.com/

Technical Assistance on Transition and the Rehabilitation Act (TATRA) and other Parent Information and Training projects, funded by the Rehabilitation Services Administration (RSA) help families learn how to better prepare youth with disabilities for independent living, access adult service systems, and obtain productive employment. The website is a great resource for someone wanting information. http://www.pacer.org/tatra/tatra.htm

Parent Educational Advocacy Training Center (PEATC) is Virginia's parent education, support, training, and information center is committed to helping children with disabilities, their families and the professionals who serve them. A useful website, providing a wealth of information and resources in an easy to understand manner. PEATC has produced 'Next Steps,' a guide to planning the transitional steps to adult life for students with disabilities. http://www.peatc.org/

The Families and Advocates Partnership for Education (FAPE) is helping parents and advocates improve educational results for students with disabilities. Offering a large range of current research practices and new resources that have been made available at this website -- http://www.fape.org

IMPACT - Parenting Teens and Young Adults with Disabilities is published by the Institute on Community Integration, and the Research and Training Center on Community Living, College of Education and Human Development, University of Minnesota. With a long list of articles, all useful in the education of teens and young adults with disabilities, this resource offers a wide range of tools. http://www.ici.umn.edu/products/impact/192/default.html

Guidance and Career Counselor's Toolkit for counselors who are advising students with disabilities on their post-secondary options. the Toolkit is produced by the Heath Project – George Washington University. The Toolkit has an easy to use guide answers questions and offers advice as to who you should contact to answer a particular question. http://www.heath.gwu.edu/toolkit/toolkit.pdf

National Truancy Program Registry is supported by the National Center for School Engagement. This site offers a chance for truancy programs to interact and provides a resource for locating local truancy programs. The resource does not offer advice about truancy, but rather provides numerous resources that offer information.
http://www.schoolengagement.org/index.cfm/Truancy%20program%20Registry

Gates to Adventure is a free online transition curriculum created by the Postsecondary Education Programs Network (PEPNet) through a grant from the U.S. Department of Education. Gates to Adventure is designed for students who are deaf or hard of hearing, ages 14 through 21, but can be used with any students. The instructional goal of the training is to enhance students' understanding of skills needed for successful transition from secondary to postsecondary education.
http://www.pepnet.org/train.asp

Colleges with Comprehensive Programs for Students with Learning Disabilities provides a list of specific universities. By clicking on the names of the colleges and universities, you will be taken to the pages of their websites which detail their learning disabilities programs and, in most cases, list the names of and contact information for staff able to answer your questions.
http://www.college-scholarships.com/learning_disabilities.htm

The Job Accommodation Network (JAN) is a free consulting service designed to increase the employability of people with disabilities. It provides individualized solutions for worksite accommodations, technical assistance regarding the ADA, and other disability-related legislation.
http://www.jan.wvu.edu/

Your Employment Selections (YES!) is a motion-video, internet-based job preference program for youth and adults with disabilities. This program allows youth and adult participants with limited or no reading skills to watch videos of jobs, listen as a narrator describes key tasks in each job, and select preferred ones. The program shows motion video for 120 different jobs. the program is produced by the Technology, Research, and Innovation in Special Education (TRISPED) Project at Utah State University. http://www.yesjobsearch.com/index.cfm

NSTTAC Indicator 13 Checklist
(Meets Minimum SPP/APR Requirements)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	Y N

Can the goal(s) be counted?
Will the goal(s) occur *after* the student graduates from school?
  • If *yes* to both, then circle Y
  • If a postsecondary goal(s) is not stated, circle N	

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? • If *yes*, the circle Y	
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Is a type of *instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)? • If *yes*, then circle Y	
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA

For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal?
Was consent obtained from the parent (or child, for a student of the age of majority)?
  • If *yes* to both, then circle Y
  • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA
  • If parent or individual student consent (when appropriate) was not provided, circle NA
  • If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N	

5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?	Y N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If *yes*, then circle Y	
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If *yes*, then circle Y	
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs are circled) **No** (one or more Ns circled)	

Instructions for Completing NSTTAC Indicator 13 Checklist

1. **Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

   - Find the transition component of the IEP
   - Find the postsecondary goal(s) for this student
   - If there are measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, circle Y
   - If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, circle N
   - If there is not a postsecondary goal that addresses *Education* or *Training*, circle N
   - If there is not a postsecondary goal that addresses *Employment* after high school, circle N
   - If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y
   - If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N

2. **Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?**

   - Find the annual goals in the IEP
   - For each postsecondary goal, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle Y
   - For each postsecondary goal, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle N

3. **Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**
   - Find where transition services/activities are listed on the IEP
   - For each postsecondary goal, if there is (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y
   - For each postsecondary goal, if there is **no** (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle N

4. **For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?**
   - Find where persons responsible and/or agencies are listed on the IEP
   - Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA.
   - Is it too early to determine if this student will need outside agency involvement? If yes, circle NA
   - Was parent consent or child consent (once student is the age of majority) to invite an outside agency(ies) is obtained? If yes, continue with next guiding question. If no, circle NA
   - If transition services are likely to be provided by an outside agency and if consent was obtained , is there evidence in the IEP or the student's file that any of the following were invited to the IEP meeting to discuss transition: postsecondary education, vocational

education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y. If no, circle N

5. **Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?**

    - Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
    - For each postsecondary goal, is there evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), circle Y.
    - For each postsecondary goal, if there is **no** evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), circle N

6. **Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?**

    - Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
    - Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.

7. **Does the IEP meet the requirements of Indicator 13?**

    - If all Ys or NAs for each item (1 – 6) on the Checklist, then circle **Yes**
    - If one or more Ns are circled, then circle **No**